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ABSTRACT

Designed to introduce education students to the basic library resources in the field, this self-paced workbook assumes a basic knowledge of the library and its resources. Each section in the eight-chapter workbook discusses a particular type of reference material and sample entries are provided when appropriate. Eleven assignments (two multiple choice questions each except for three on government publications) relate to the various topics covered. Topics covered include: (1) research strategy; (2) specialized encyclopedias; (3) Library of Congress subject headings; (4) the Education Index; (5) the ERIC (Educational Resources Information Center) system; (6) Psychological Abstracts; (7) government publications; and (8) DIALOG. The 23 multiple choice questions covered in the 11 assignments are included together with an answer key. (THC)

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ED261689

LIBRARY SKILLS FOR TEACHERS:

A SELF-PACED WORKBOOK

by

Terrence Mech

Developed in part with funding from
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D. Leonard Corgan Library
King's College
Wilkes-Barre, PA 18711

January 1985

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR051259

ACKNOWLEDGEMENTS

This workbook acknowledges the influence of many librarians and workbooks from which ideas, material, examples and phrasings were suggested and adapted.

Basic Library Skills, Library/Learning Center, University of Wisconsin--Parkside, 1982.

How To Use ERIC, Torreyson Library, University of Central Arkansas, 1980.

Information-Gathering Skills for Preservice Teachers, Paul Cappuzello and Sharon Rogers, Carlson Library, The University of Toledo, 1980.

Science Resources: A Self-Paced Instructional Workbook, Susan Ellsbury, Dwayne Wise and Michael Ellsbury, Mitchell Memorial Library, Mississippi State, 1981.

Self-Paced Instruction Workbook for the Sciences, Isabel Dickinson, Bio-Agricultural Library, University of California--Riverside, 1979.

Starting Out in the UCR General Library, The Reference Department, General Library, University of California--Riverside, 1982.

Thanks are due Dr. Joseph Krawczeniuk for his aid in the preparation of materials. Special thanks are due Rita McGurk for her aid in preparing and typing the workbook. This workbook was prepared on an IBM Personal Computer using the MultiMate Word Processing Package.

INTRODUCTION

The purpose of this workbook is to introduce you to the basic library resources in the field of education. This workbook assumes a basic knowledge of the library and its resources as presented in Basic Library Skills: A Self-Paced Workbook. The materials presented here will not teach you everything you might want to know about library resources in education, but the knowledge and skills gained by completing this workbook will better enable you to find what you want.

Library and information gathering skills once developed, can be used for the rest of your life. Factual information that you learn now will become outdated, but the techniques for gathering information will remain basically the same. Computers are storing and manipulating information more rapidly. However, the process of planning and organizing your search for information will remain the same. You will use the library research skills that you develop here to keep yourself up to date through your academic and teaching career.

This workbook is designed to allow you to proceed at your own pace. However, it should be completed as early as possible. The workbook is constructed so that each set of assignments is unique. The workbook and assignments are not designed to be difficult or "tricky". If you experience difficulty, please check with a librarian.

PROCEDURES:

1. Read each chapter and complete the appropriate assignments.
2. When you are using library material leave them in the area where you found them. Think of your classmates who need to use the same materials.

3. When you have completed all of the assignments, transfer your answers to the answer sheet, darkening the correct letter (a, b, c, d, e) which corresponds to the correct answer.

4. Make sure your name, course number and professor's name appear on the answer sheet and assignment number 1.

5. Hand in the answer sheet and assignments at the reference desk.

6. Submission deadline:

   Your answer sheet and assignments must be turned in by the stated deadline. Shortly thereafter your papers will be processed and returned to your instructor. If you have difficulties with the workbook, please ask for help. Consider the time that you spend on this workbook as an investment in your academic career.

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CHAPTER ONE

Research Strategy

One of the purposes of this workbook is to introduce you to the wealth of information available in the library. When you are faced with an assignment requiring library research, the abundance of information may be overwhelming. How do you know where to start? How do you know if you've found all the information?

To cope with these problems and to ensure that you conduct a thorough and efficient search for information, you need to use a research strategy. The following chapters are organized in a typical research strategy order. A research strategy can and should be changed to fit the research problem, but most research strategies have the following characteristics:

1. Analyze the problem: examine your assignment and decide what kind and how much information you need to complete it--an in depth analysis or a brief report, recent developments or an historical survey, scholarly research or popular views. Also think about what sources are most likely to contain information on your topic.

2. Proceed from general sources that provide background information and an overview to those that focus on specific issues or details.

3. Cover older sources of information first and then update with more recent publications. For example, an encyclopedia article on learning theories will survey their history and development, recently published books will cover new developments, periodical articles from the last few months will indicate very recent developments.

4. Evaluate your findings: choose materials listed in selective or annotated bibliographies find book reviews of books you plan to use, check biographical sources to evaluate an author's credentials.

There is no assignment for this chapter. As you read and do the assignments think about how they would apply to a term paper topic or other research problem and how the search strategy helps to build your information base. Rather than learning the titles of many reference books, it is more important to learn the types of sources available and the kinds of information they provide, and to use them in a logical order. It will save you time!

CHAPTER TWO

Specialized Encyclopedias in Education

In addition to general encyclopedias which cover the whole field of knowledge, there are specialized subject encyclopedias which concentrate on specific subject fields such as education. Specialized subject encyclopedias contain articles written by recognized scholars. These articles are more detailed and exhaustive than articles appearing in general encyclopedias, and tend to include extensive bibliographies.

You can use subject encyclopedias in several ways:

1. To find an overview of a subject about which you know very little.
2. To gain background information; including words and phrases used to discuss the topic.
3. To explore all aspects of a topic--the scope, various components and subsections--including geographical emphases and historical periods. This allows you to understand the broad context of the topic, as well as the ways that parts of the topic are related.
4. To define and clarify your topic, so it can be narrowed to a more manageable research topic.
5. To obtain more specific, detailed information than that provided in a general encyclopedia.
6. To identify references to materials for further reading in attached bibliographies.

Subject encyclopedias appropriate to the study of Education are the following:

R 370.3 En19E — Encyclopedia of Education. 10 v. New York: Macmillan, 1971.

R 370.3 M757E5 — Encyclopedia of Educational Research. 4 v. New York: Free Press, 1982.

R 303 En19I — International Encyclopedia of the Social Sciences. 17 v. New York: Macmillan and the Free Press, 1968.

Handbooks and Dictionaries

As you read specialized encyclopedias, you will come across specialized language that you may not understand. Frequently, this language will consist of ordinary English words given new meanings by a subject specialist. Some of these terms will be defined within the encyclopedia articles, some will not.

The primary purpose of handbooks and dictionaries is to indicate the meanings of words and phrases that make up the specialized language of an academic discipline or subject field. Definitions may extend from a few lines to article length.

Some of the subject dictionaries and handbooks used by educators are:

R 370.3 D368A — Dejnozka, Edward L. and David E. Kapel. American Educators Encyclopedia. Westport, Conn: Greenwood, 1982.

R 370.3 G592D3 — Good, Carter V., ed. Dictionary of Education. New York: McGraw-Hill, 1973.

R 371.9 H191H — Handbook of Special Education. Englewood Cliffs, N.J.: Prentice Hall, 1981.

CHAPTER THREE

Library of Congress Subject Headings

The card catalog is one of the most powerful research tools available to you. Effective use of the card catalog enables you to identify all the books your library owns on a particular subject. Each nonfiction item in the library's collection is assigned at least one subject heading. A subject heading is a word or phrase that represents the major informational or intellectual content of a book. In the card catalog, cards for items having the same subject headings are filed together. Subject headings are chosen from a standard list, published by the Library of Congress, called the Library of Congress Subject Headings. A copy of the Library of Congress Subject Headings is located near the card catalog.

Because it is often difficult to predict which word or phrase will be used in a subject heading, you should first look up your topic in the Library of Congress Subject Headings. Sometimes the subject headings are the first words that come to mind. For example:

Children's Literature

Migrant Labor

Photography

On the other hand they may be very different. For example:

Topic	Subject heading used
World War I	EUROPEAN WAR, 1914-1918
Space Travel	INTERPLANETARY VOYAGES
Body Language	NONVERBAL COMMUNICATION (Psychology)

Using the Library of Congress Subject Headings to begin your subject search offers you several advantages. This list will:

1. Identify the subject headings used in the card catalog.
2. Refer you to other subject headings which may be relevant.
3. Direct you from terms that are not used as headings to ones that are.
4. List subheadings used to divide the subject into specific parts.

Not all of the subject headings listed in the Library of Congress Subject Headings will be found in the catalog. Subject cards are added to the catalog only if the library has an item on that subject. Also, there are subject headings which do not appear in the Library of Congress Subject Headings but do appear in the card catalog. These are, most often, proper names: Lincoln, Abraham; Wilkes-Barre, Pennsylvania; and Wall Street, for example.

Some of the subheadings which can be used with almost any heading also are not printed in the books, such as "--BIBLIOGRAPHY", "--DICTIONARIES AND ENCYCLOPEDIAS", "HISTORY", or "--STUDY AND TEACHING".

Remember, for books written about people or criticisms of their work, look under the person's name in the catalog. Cards for books about an author are filed after cards for books written by the author.

Below is a sample from the Library of Congress Subject Headings book. Study it carefully. If you learn to utilize this book, you will be able to locate available materials on a particular subject in almost any library.

LIBRARY OF CONGRESS SUBJECT HEADINGS

SAMPLE

Look up a word or phrase as it occurs to you. If it is not used as a subject heading, you will be instructed to "see" the correct heading.

Learning disorders
See Learning disabilities

Words or phrases printed in boldfaced type are used as subject headings. Related headings are coded as follows:

sa = term is used, usually narrower or related

x = term is not used

xx = term is used, usually broader or related

Learning disabilities *(Indirect)*
(LC4704-4705)
sa Hyperactive children
Hyperkinesia
Minimal brain dysfunction in children
Reading disability
x Learning disorders
xx Cognition disorders
Learning, Psychology of
Learning ability
Minimal brain dysfunction in children
Slow learning children
— Nutritional aspects

Some headings will also list subdivisions that can be used, indicated by a dash. For example:

Learning disabilities
--Nutritional aspects

Appears in Catalog as:

Learning disabilities--Nutritional aspects

CHAPTER FOUR

Education Index

Your search for information will often extend beyond books to an examination of periodical literature. Periodicals are publications issued at regular intervals, generally weekly, monthly or quarterly. American Education, The Reading Teacher and Journal of Applied Psychology are examples of periodicals. Each issue of a periodical contains separate articles, reports or other writings of interest to readers.

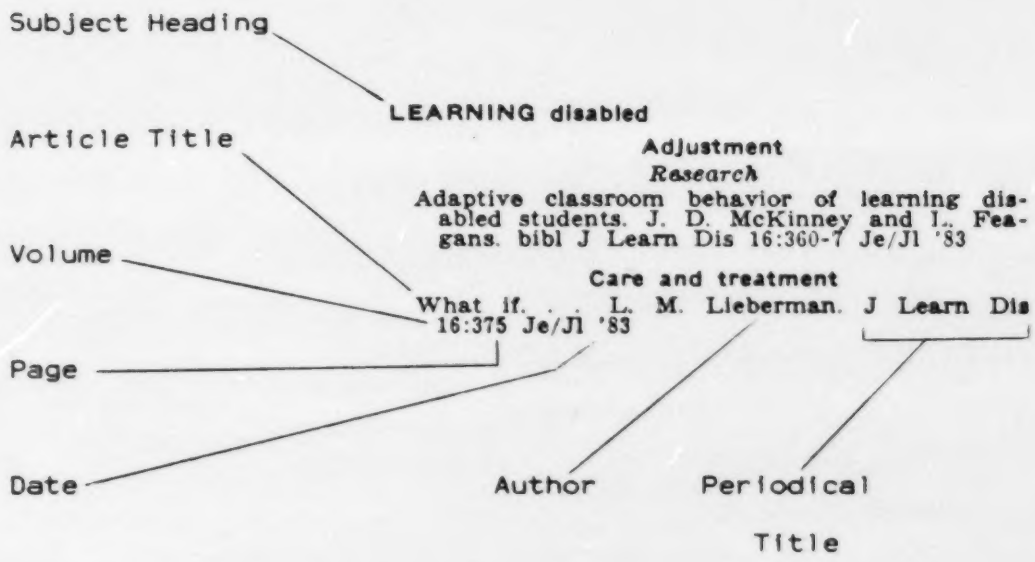
1. Periodicals contain more recent material on a subject than that found in books.
2. They cover subjects too new, too obscure, or too temporary to appear in books; and
3. They trace contemporary interests, opinions, and issues at any point in time.

By using periodical indexes, such as Education Index, you will quickly locate information in education periodicals without spending hours browsing individual periodical volumes. Within the field of education their are two important periodical indexes Education Index and CIJE: Current Index to Journals in Education.

Education Index indexes the most important periodicals, proceedings, yearbooks, etc., covering all phases of education. Articles are indexed alphabetically by subject and author. Education Index is similar in arrangement to Reader's Guide to Periodical Literature.

ENTRY FROM EDUCATION INDEX

SAMPLE



You will notice that the title of the periodical is abbreviated. In the front of the index you will find a list of periodical titles and their abbreviations used in the index. A list of other abbreviations used in citations will also be found there. It is important to use these lists to fully understand the citation.

CIJE: Current Index to Journals in Education provides detailed indexing for articles in more than 700 education related journals from throughout the world. Because CIJE is part of the ERIC system it will be discussed in the next chapter.

CHAPTER FIVE

The ERIC System

"ERIC" (Educational Resources Information Center) is an information system created by the U.S. Office of Education (now the Department of Education) to collect, select, abstract, and index significant research reports in education and related fields.

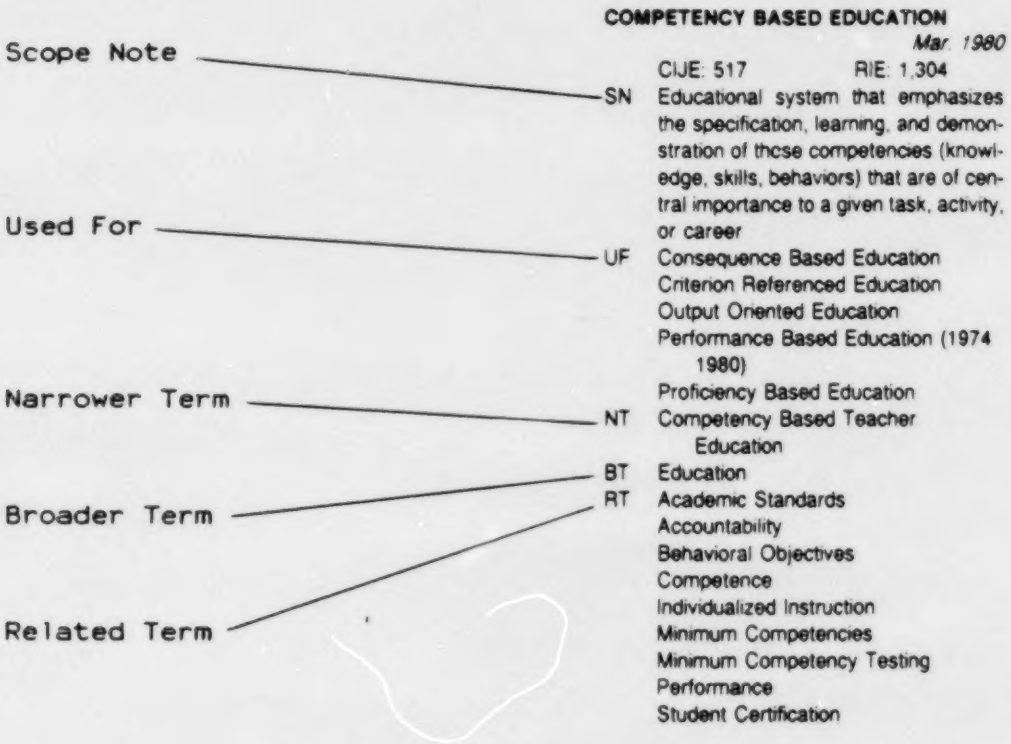
Resources in Education (RIE) indexes and summarizes mainly unpublished research reports. It is meant to be used in conjunction with the Current Index to Journals in Education (CIJE) which indexes and summarizes published research reports considered relevant to education. Both RIE and CIJE use the same subject headings (descriptors) drawn from the Thesaurus of ERIC Descriptors.

When you are looking for information in the ERIC publications, you should start your search with The Thesaurus of ERIC Descriptors. The Thesaurus functions as a dictionary of subject terms for the ERIC system. In order to successfully look up any topic it is necessary to use vocabulary or subject headings compatible with that system. The Thesaurus of ERIC Descriptors shows which terms are used by the system and which are not.

The Thesaurus of ERIC Descriptors is very useful for a comprehensive search for information in the RIE and CIJE. Only the terms in this list are used to index items in the RIE and CIJE. Under each term are listed related terms (RT), narrower, more specific terms (NT), and broader, more general terms (BT). Sometimes there is also a scope note (SN) to indicate the particular use of the term.

THESAURUS OF ERIC DESCRIPTORS

SAMPLE



COMPETENCY BASED EDUCATION

Mar. 1980

CIJE: 517 RIE: 1,304

SN Educational system that emphasizes the specification, learning, and demonstration of these competencies (knowledge, skills, behaviors) that are of central importance to a given task, activity, or career

UF Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Performance Based Education (1974 1980)
Proficiency Based Education

NT Competency Based Teacher Education

BT Education

RT Academic Standards
Accountability
Behavioral Objectives
Competence
Individualized Instruction
Minimum Competencies
Minimum Competency Testing
Performance
Student Certification

Resources in Education

Resources in Education abstracts and indexes documents pertaining to the field of education. These documents can be research reports, papers, dissertations, theses, information analyses, classroom materials, etc. They are usually not published in book or article form. The two most important sections of RIE are the Subject Index section and the Document Resume section. Appropriate terms to be used in the Subject Index are found in the Thesaurus of ERIC Descriptors. Once the appropriate subject descriptors have been

located those topics are looked up in the Subject Index. The Subject Index provides the title and ED number for each document. The ED number is used to locate the resume in the Document Resume section. The Document Resume section contains bibliographic information and resumes of the documents. The resumes are listed sequentially by their ED number.

The ED number provides access to document resumes. A double slash line (//) in RIE indicates that the material is not available on microfiche. If a note in the abstract section says "Document not available from EDRS" (ERIC Document Reproduction Service), an alternative source will be cited. The available ERIC documents are filed by ED number in cabinets along the North Wall of the Reference Area.

RESOURCES IN EDUCATION

SAMPLE

Subject Index

Competency Based Education
A Directory of Goal Based Approaches to Education. 1982 Update.
ED 229 844

Learning Styles: Applications in Voc Ed. Information Series No. 254.
ED 229 573

Document Resumes

ED 229 844 EA 015 622
A Directory of Goal Based Approaches to Education. 1982 Update.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 82
Contract—400-80-0105-CBE-P3
Note—75p.; Developed by the Goal Based Education Program. These are revisions and supplements, and should be used in conjunction with ED 217 546.
Pub Type— Reference Materials - Directories/ Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, Adult Education, Community Involvement, *Competency Based Education, Criterion Referenced Tests, Educational Administration, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Intellectual Disciplines, Mastery Learning, Performance, *Program Descriptions, Programs, State Programs, Teaching Methods
Identifiers—*Goal Based Education

In this update, 49 more goal-based programs are added to the 50 programs described in the directory's initial 1981 edition. The programs are goal-based in that they make use of such concepts as minimum competency testing, mastery learning, and continuous progress curricula, among others. As in the initial edition, each program receives a one-page entry giving a program description, a summary of its "situation" or setting, the program highlights, the name of a contact person, and the type of assistance available to persons interested in the program. The update adds programs in 4 of the 5 educational levels distinguished by the initial edition: elementary programs (11 new listings), high shool programs (13 new listings), K-12 programs (20 new listings), and adult education programs (5 new listings). Seven updated indexes are provided, listing all 99 programs in both editions numerically, alphabetically, by state of location, by the scope of the area served (statewide, districtwide, school, classroom, or course), by the size of the population served, by 12 curricular subject areas, and by type of program highlights in 5 areas (goals or competencies, instruction, assessment, management, and community involvement). An eighth index lists contact persons alphabetically. (RW)

Current Index to Journals in Education

Current Index to Journals in Education, CIJE indexes over 700 journals in education and related disciplines. The two most important parts of this index are the Subject Index and the Main Entry section. The appropriate terms to be used in the Subject Index are located in the Thesaurus of ERIC Descriptors. The Subject Index provides the title, and bibliographic citation for each article. It also provides the EJ number which is used to locate a resume of each article in the Main Entry section. The Main Entry section contains brief resumes of the journal articles. The resumes are listed sequentially by their EJ numbers.

CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE

Subject Index

Competency Based Education

Occupational Educators and Industrial Trainers in Australia. *Journal of Studies in Technical Careers*; v4 n2 p116-25 Spr 1982 EJ 258 936

Competency-Based Instruction for Marketing Students. *Journal of Studies in Technical Careers*; v4 n2 p139-44 Spr 1982 EJ 258 938

Main Entry Section

EJ 258 936 CE 511 784

Occupational Educators and Industrial Trainers in Australia. Harris, R. McL.; Hobart, R. B. *Journal of Studies in Technical Careers*; v4 n2 p116-25 Spr 1982

Descriptors: *Competency Based Education; Industrial Training; *Inservice Teacher Education; *Postsecondary Education; *Professional Development; *Teaching Methods

Identifiers: *Australia

The authors report on the use of competency-based instruction as a tool in the professional development of postsecondary occupational educators and industrial trainers in Australia. (Author)

To determine if the library has the journal article you want you should check the library's periodical holdings file located on the counter next to the reference desk.

Additional instructions on the use of the ERIC publications will be found in the front section of each volume. If you need assistance, please do not hesitate to consult with a librarian.

CHAPTER SIX

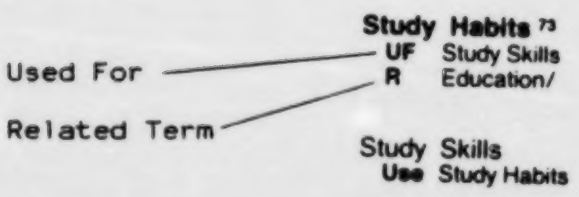
Psychological Abstracts

Educators will frequently find useful information in the literature of other disciplines. Psychological Abstracts ("Psych Abstracts") may be considered the behavioral scientist's Reader's Guide to Periodical Literature. Published monthly by the American Psychological Association (APA), Psych Abstracts is extremely complete and may be quite technical. If you want to do an especially thorough job on a topic, or your topic is on a very narrow subject then use Psych Abstracts. You should brace yourself for a certain amount of frustration since Psych Abstracts covers more journals than most libraries can afford to own. Nevertheless, this library does carry the major resources.

To use Psych Abstracts you begin by determining what subject headings are appropriate. By consulting The Thesaurus of Psychological Index Terms you will discover which terms are used and which are not. You will also discover other related terms both narrower and broader in scope. The Thesaurus of Psychological Index Terms, shelved at the end of Psych Abstracts is very similar to The Thesaurus of ERIC Descriptors .

THESAURUS OF PSYCHOLOGICAL INDEX TERMS

SAMPLE



After you have selected the appropriate subject heading look them up in the Subject Index. Articles will be listed under the Subject Heading by abstract numbers.

SUBJECT INDEX

SAMPLE

Subject Heading — **Study Habits** 13608, 13687 — Abstract Numbers

Write the abstract number down and go back through the volume of Psych Abstracts which contains the abstract of the article or study that you want.

CAUTION: Since the abstract numbers repeat every six months, be sure that the dates on the index and abstract volumes match, otherwise the abstract will not be the correct one.

ABSTRACT NUMBER

SAMPLE

Author

Title — 13608. **Pauk, Walter.** (Cornell U, Reading Research Ctr) **A new way to skim.** *Reading World,* 1983(Mar), Vol 22(3), 252–254. —Discusses the value of skimming and picking out advance organizers in reading. The 4 steps involved in the think–skim technique are (1) reading the title of the chapter aloud and thinking about what the title promises, (2) flipping to the beginning of the previous chapter, reading the title of it aloud, and thinking about how it relates to the present chapter, (3) flipping to the beginning of the chapter that comes after the one presently being read, and (4) reading all the headings and subheadings, the 1st sentence under such headings, and the summary at the end of the chapter.

Journal Title and Citation

After reading this summary you can decide if you want to locate the complete article.

If the material you want is a book, check the card catalog. If the material is a periodical article, check the periodical list in the Reference Department to determine which periodicals the library owns.

Periodicals not owned by King's may be owned by a nearby library. To find out, check the Union List of Periodicals. Located in the Reference Department the Union List lists all the periodical holdings of area libraries alphabetically by title. You may go directly to these libraries to use their periodicals or you may order specific articles on interlibrary loan by filling out an interlibrary loan form at the Reference Desk.

If you have any problems using Psychological Abstracts or finding material, please ask for assistance at the Reference Desk.

CHAPTER SEVEN

Government Publications

The United States government is the largest publisher in the world. Its publications usually grow out of the functions of the government agencies which issue them; for instance, the United States Bureau of the Census is responsible for gathering various kinds of statistics on the population of the country and issues numerous publications on the subject. Government documents contain a wealth of information on a wide variety of subjects. They may be short pamphlets or large multivolume sets; some government documents are microfiche. They are a valuable resource for anyone doing research because they're authoritative and wide-ranging.

Our library is a selective depository for United States government publications. This means we get many, but not all, of the documents published by the federal government. The documents are, for the most part, located on the court level of the library. Most of them are shelved by the Superintendent of Documents classification scheme, commonly known as "SuDoc" numbers. This scheme arranges publications by their issuing agency. In order to find the SuDoc number for a particular publication, you must use an index called the Monthly Catalog, which is located in the Abstracts and Indexes area of the Reference Department.

Monthly Catalog

The Monthly Catalog of United States Government Publications is the index to publications of all branches of the United States Government. It is published every month and is divided into two

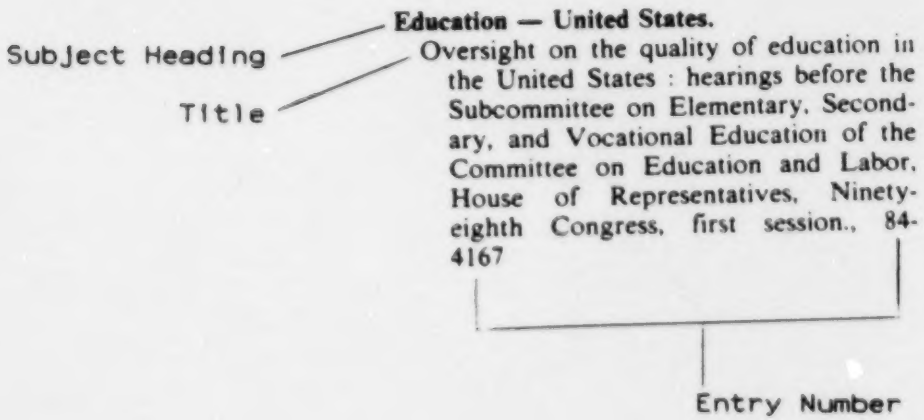
sections: the catalog section and the index section. The catalog section is arranged by issuing agency and gives complete bibliographic information for all publications listed. There are several indexes in the index section: author, title, subject, series report, keyword, and others. These indexes are cumulated at the end of each year.

It's necessary to take the following steps to find a publication in the Monthly Catalog:

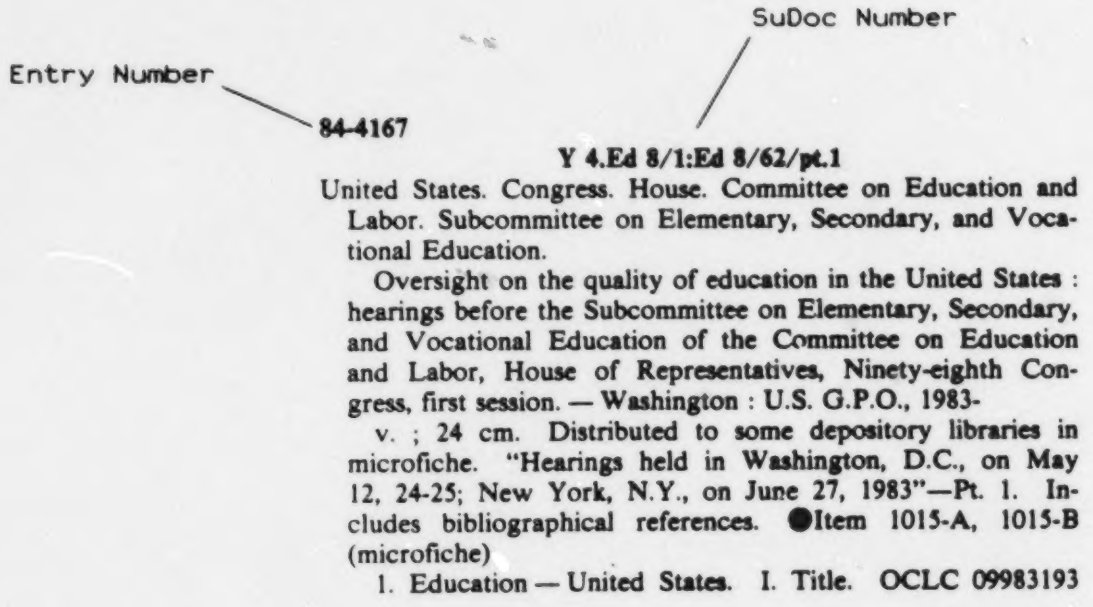
1. Determine your research topic.

EDUCATION IN THE UNITED STATES

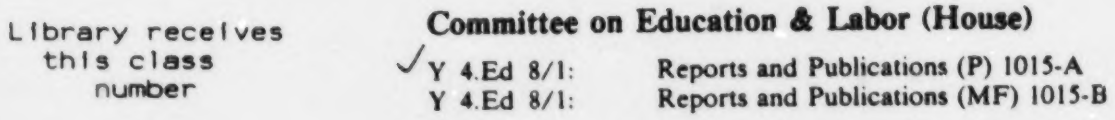
2. Locate your topic in the subject index of the Monthly Catalog. Although there are other indexes to the Monthly Catalog, the subject index is the one most frequently used.


Subject Heading
Title
Education — United States.
Oversight on the quality of education in the United States : hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-eighth Congress, first session., 84-4167
Entry Number

3. After you've located a title that fits your topic in the subject index and determined its entry number, locate the entry number in the catalog of the Monthly Catalog.


SuDoc Number
Entry Number
84-4167
Y 4.Ed 8/1:Ed 8/62/pt.1
United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education.
Oversight on the quality of education in the United States : hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-eighth Congress, first session. — Washington : U.S. G.P.O., 1983-
v. ; 24 cm. Distributed to some depository libraries in microfiche. "Hearings held in Washington, D.C., on May 12, 24-25; New York, N.Y., on June 27, 1983"—Pt. 1. Includes bibliographical references. ●Item 1015-A, 1015-B (microfiche)
1. Education — United States. I. Title. OCLC 09983193

4. After you've determined the SuDoc number, the document's call number, check the Class List (a black binder located with the Monthly Catalog) to see which SuDoc classification numbers the library has. Only those numbers preceded by a check mark are held by our library.


Library receives this class number
Committee on Education & Labor (House)
✓Y 4.Ed 8/1: Reports and Publications (P) 1015-A
Y 4.Ed 8/1: Reports and Publications (MF) 1015-B

If our library doesn't have a particular document that you've located in the Monthly Catalog, see a Reference Librarian. It may be possible to obtain the document you want on interlibrary loan.

CHAPTER EIGHT

DIALOG

DIALOG is a computerized information service that provides access to over 170 databases. Many of the databases are the same as the print indexes in the library, other databases are only available online. While not needed for most short papers, a thorough search of the literature of a particular field may be very useful for a longer research paper. In such cases, a computer search may be beneficial. For example, over 200,000 abstracts in the psychology literature can be searched in a couple of minutes. The result is a fast and comprehensive search.

WHAT ARE SOME OF THE ADVANTAGES OF COMPUTERIZED LITERATURE SEARCHES?

SPEED - Each database contains several thousand citations, out of which those relevant to your topic may be selected within a few minutes.

FLEXIBILITY - The scope of a search can be narrowed or broadened by various combinations of subject index terms, authors, titles, publication dates, languages, etc.

COVERAGE - The scope of index terms is often more comprehensive online than in manual indexes. Also, the information in some databases is unique and cannot be found in printed sources.

WHAT CHARGES ARE INVOLVED?

The charges for this service include only the costs of online connect time, communications tolls, and per citation charges when printed offline. It is not possible to determine exact costs in advance because of variables in the charges listed above, in the time

required to conduct the search, and in the number of citations retrieved. However, a well planned search may cost no more than $12.00 to $20.00, and may cost less.

IS YOUR TOPIC SUITABLE FOR A COMPUTER SEARCH?

The capabilities of online searching are most appropriately used to search topics with one or more of the following characteristics:

1. Topics that are focused and relatively narrowly defined so that the number of citations found is not too many to print. ("Learning disabilities among children" may be too broad, but "Dyslexia among nursery school children" is more suitable in scope.)

2. Topics that require the coordination of two or more distinct aspects, each of which has a large number of documents filed under it. ("Using manual communication with mentally retarded people" is appropriately searched by computer because there are many citations under each of the aspects of the problem, and the computer can scan them quickly to find the overlap.)

3. Topics that have many synonymous words to define and require many hours of hand searching. Using a computer can save time and be more thorough. ("Electron probe microanalysis" can be expressed in at least a dozen ways and would require great effort to search by hand.)

4. Topics which are not readily available through printed indexes. Many of the databases provide additional access points to material key word searching, identifiers, newer subjects which have not been included in the published indexes, etc.

WHAT STEPS DO YOU FOLLOW TO PREPARE A COMPUTERIZED LITERATURE SEARCH?

The use of DIALOG or any other online database is most effective once you are familiar with the literature on your topic. To insure that your search be as effective as possible, you need to consult with a librarian and supply the following information:

1. Write out the search topic as specifically as possible.

2. Key Words - List key words that define your topic.

   a. Use the print indexes in your subject area to determine what words are used in each index. This assures that correct terminology is used for each database since index terms can vary from print index to print index (and thus database to database).

   b. List as many synonyms as possible, including both scientific and common names.

   c. Provide references (authors and/or titles) that are pertinent to the subject.

   d. Check the spelling of all key terms and of names of authors.

3. Payment - How much money do you wish to spend on a search.

WHAT DO YOU RECEIVE?

You will receive a list of bibliographic citations on your topic. When you receive the citations, check the library holdings for the materials. Materials not available locally may be requested from another library through interlibrary loan.

HOW DO I SET UP A COMPUTERIZED LITERATURE SEARCH?

For more information about DIALOG, or to initiate a search, consult with a librarian at the Reference Desk.

Assignment One

INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES

R
303
En19I

1. Using the index volume for the above encyclopedia find the volume and page number for the article on the subject of Problem Solving .

   A. vol. 14. 150-159
   B. vol. 11: 371-379
   C. vol. 12: 203-214
   D. vol. 12: 505-511
   E. vol. 12: 536-547

2. Locate the article mentioned above. Check at the end of the article or its bibliography to tell who the author is.

   A. Bernard Levenson
   B. Heinz Eulau
   C. Donald W. Taylor
   D. Talcott Parsons
   E. Muzafer Sherif

BEST COPY

Assignment Two

ENCYCLOPEDIA OF EDUCATION

R
370.3
En19E

3. Using the index volume for the above encyclopedia find the volume and page number for the article on the subject of Pupil Personnel Services .

A. vol. 8: 96-101
B. vol. 8: 159-165
C. vol. 7: 76-86
D. vol. 7: 241-249
E. vol. 7: 345-352

4. Locate the article mentioned above. Check at the end of the article or its bibliography to tell who the author is.

A. Eileen Mavis Hetherington
B. Susan Meyer Markle
C. Blanche B. Paulson
D. Vernon E. Wilson
E. Michael B. Katz

Assignment Three

ENCYCLOPEDIA OF EDUCATIONAL RESEARCH

R
370.3
M757E5

5. Using the index volume for the above encyclopedia find the volume and page number for the article on the subject of Motivation .

A. vol. 3: 1212-1218
B. vol. 3: 1256-1263
C. vol. 3: 1416-1421
D. vol. 3: 1458-1467
E. vol. 2: 779-787

6. Locate the article mentioned above. Check at the end of the article or its bibliography to tell who the author is.

A. William Zumeta & Lewis C. Solmon
B. Robert Birnbaum
C. Donald H. Blocher
D. Samuel Ball
E. Alyce Taylor Cheska & Richard R. Marsh

Assignment Four

LIBRARY OF CONGRESS SUBJECT HEADINGS

NOTE: The two red volume set of Library of Congress Subject Headings is located in front of the card catalog. Please do not remove them.

7. You are looking for material on Pupil-Teacher Relationship . You go to the Library of Congress Subject Headings (LCSH), look up your subject, and find that LCSH does not use that term for books on the subject you have chosen. It says to: "See...."

   A. Educational Planning
   B. Teacher Centers
   C. Teacher-Student Relationship
   D. Educational Accountability
   E. Teachers, Training of

8. You are looking for some books on School Boards . Not knowing what subject heading your topic will be listed under, you look in the Library of Congress Subject Headings. It shows that your topic is the correct heading, and that you can "see also (sa)" other related headings. The first "see also" heading given is:

   A. Grading and Marking (Students)
   B. Higher Education of Women
   C. Citizens' Advisory Committees in Education
   D. School Attendance
   E. College Personnel Management

Assignment Five

EDUCATION INDEX

NOTE: Education Index is located in the Abstracts and Indexes area of the Reference Department.

9. Using volume 28 of Education Index, what is the title of the first article under the subject heading Education and the State ?

A. A is for your own alphabet
B. Early screening
C. Aid for any occasion
D. Can private universities maintain excellence?
E. Accountability in internal communication

10. Psychol Learn & Motiv is an abbreviated journal title used in Education Index. Because you will need the complete title, turn to the front of the index, Abbreviations of Periodicals Indexed. What is the full title of the journal?

A. Journal of School Psychology
B. Measurement and Evaluation in Guidance
C. Psychology of Learning and Motivation
D. Review of Educational Research
E. Research in the Teaching of English

Assignment Six

ERIC THESAURUS

NOTE: Both the print and microfiche copy of the ERIC Thesaurus are located at the end of Resources in Education, in the Abstracts and Indexes area of the Reference Department. Please return the Thesaurus to this area when you have completed the assignment.

11. Using the ERIC Thesaurus you will discover that not all terms and phrases can be used as ERIC descriptors. What is the appropriate ERIC descriptor for the term Educational Achievement ?

A. Cross Cultural Training
B. Faculty Workload
C. Academic Achievement
D. Educational Counseling
E. Behavioral Sciences

You can also use the ERIC Thesaurus to broaden your search by looking for materials indexed under related ERIC descriptors.

12. Using the ERIC Thesaurus what is the first related term (RT) for the ERIC descriptor Academic Achievement ?

A. College Preparation
B. Behavior
C. Biculturalism
D. Administrator Responsibility
E. Ability Grouping

Assignment Seven

RESOURCES IN EDUCATION

NOTE: Resources in Education is located in the Abstracts and Indexes area of the Reference Department.

13. Using the July - December 1982 semiannual index to Resources in Education what is the first entry number under the subject heading Inservice Education ?

A. ED 213 717
B. ED 214 740
C. ED 216 004
D. ED 215 236
E. ED 213 271

14. Find the corresponding abstract for the above entry number by looking in the appropriate volume of Resources in Education. Who wrote the publication abstracted there?

A. Bailey, Stephen K.
B. Sherman, Shirley C. & To, Cho-Yee
C. Morrisey, J. Thomas
D. Mahan, James M.
E. Zuehlke, Martha & Rogel, Mary J.

Assignment Eight

CURRENT INDEX TO JOURNALS IN EDUCATION

NOTE: Current Index to Journals in Education is located in the Abstracts and Indexes area of the Reference Department.

15. Using the January - June 1979 semiannual cumulation to Current Index to Journals in Education what is the first entry number under the subject heading Library Instruction ?

    A. EJ 186 276
    B. EJ 187 707
    C. EJ 188 451
    D. EJ 187 123
    E. EJ 190 514

Find the corresponding document resume for the above entry number by looking in the main entry section.

16. Who wrote the publication abstracted there?

    A. Baker, Gwendolyn C.
    B. Early, Margaret J.
    C. Stevens, Paul
    D. Schmitt, Neal
    E. Dyer, Esther

Assignment Nine

THESAURUS OF PSYCHOLOGICAL ABSTRACT TERMS

NOTE: The Thesaurus of Psychological Abstract Terms is shelved at the end of Psychological Abstracts in the Abstract and Indexes area of the Reference Department. Please return the Thesaurus to this area when you have completed the assignment.

17. Using the Thesaurus of Psychological Abstract Terms you will discover that not all terms and phrases can be used as abstract terms. What is the appropriate psychological abstract term for Potential (Achievement)?

A. Personnel Training
B. Educational Placement
C. Achievement Potential
D. Programed Instruction
E. Computer Software

You can also use the Thesaurus of Psychological Abstract Terms to broaden or narrow your search by looking for materials indexed under related terms.

18. Using the Thesaurus of Psychological Abstract Terms, what is a related term (R) for Achievement Potential ?

A. Ability
B. Computer Assisted Instruction
C. Computers
D. Business Education
E. Ability Grouping

Assignment Ten

PSYCHOLOGICAL ABSTRACTS

NOTE: Psychological Abstracts are located in the Abstract and Indexes area of the Reference Department.

19. Using the Vol. 67, January - June 1982 index to Psychological Abstracts, what is the first entry number under the subject heading Junior High School Students ?

A. 2043
B. 2064
C. 6506
D. 2021
E. 11331

Find the corresponding abstract for the above entry number by looking in the appropriate volume of Psychological Abstracts.

20. Who wrote the publication abstracted there?

A. Hazan, Yoram; Baruch, Yael & Yaari, Malka
B. Stinard, Thomas A. & Dolphin, Warren D.
C. Schwarzer, Ralf
D. Silverman, Rita; Zigmond, Naomi; Zimmerman, Judith M. & Vallecorsa, Ada
E. Cavanaugh, John C. & Perlmutter, Marion

Assignment Eleven

GOVERNMENT PUBLICATIONS

NOTE: The Monthly Catalog and Class List are located in the Abstract and Indexes area of the Reference Department.

21. Locate the subject index to the January - December 1981 Monthly Catalog. What is the first entry number under the subject heading Health education - United States ?

A. 81-14944
B. 81-11693
C. 81-6893
D. 81-5544
E. 81-4368

Find the full information on this publication by locating the entry number in the appropriate volume of the Monthly Catalog.

22. What is the SuDoc number for this publication?

A. ED 1.2:
B. Y 4.Sci 2:
C. CR 1.10:
D. HE 20.3152:
E. ED 1.2:

The library's Class List of publications received is located at the end of the Monthly Catalog.

23. Using the Class List check to see if the library receives the above SuDoc class number.

A. YES
B. NO

NAME_____

COURSE_____

INSTRUCTOR_____

1. Transfer your answers from the exercises to this sheet by darkening the letters in the parentheses that correspond to your answer for each question.

   EXAMPLE: If the answer is C you mark: 1. (A) (B) ● (D)

2. Make sure that your exercises and this answer sheet are handed in together.

3. Staple this answer sheet to the top of the individual assignment sheets.

Assignment One
1. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)

Assignment Two
3. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)

Assignment Three
5. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)

Assignment Four
7. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)

Assignment Five
9. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)

Assignment Six
11. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)

Assignment Seven
13. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)

Assignment Eight
15. (A) (B) (C) (D) (E)
16. (A) (B) (C) (D) (E)

Assignment Nine
17. (A) (B) (C) (D) (E)
18. (A) (B) (C) (D) (E)

Assignment Ten
19. (A) (B) (C) (D) (E)
20. (A) (B) (C) (D) (E)

Assignment Eleven
21. (A) (B) (C) (D) (E)
22. (A) (B) (C) (D) (E)
23. (A) (B)

00023